University of Staffordshire

Inclusive Pedagogy Training

Staff-Student Co-Created Programmes for Racial Equity and Neurodiversity

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Presentation Overview

- Context & Need
- Programme Overview
- Collaboration Process
- Activities
- Impact & Lessons Learned
- Collaboration for Widening Participation
- Our Partnership Reflections

Context & Need

- Attainment (awarding) and continuation gaps ([Access and Participation Plan 2024-2028](#) targets).
- The below gaps are based on a four-year aggregate*

29.5 pp FT attainment gap between Black and white students

Close the FT attainment gap between students from Black backgrounds to 15 pp or less by 2028 (AtO2)

5.6 pp four-year aggregate FT completion gap between Asian and white students.

Close the FT completion gap between students from an Asian background to 2 pp or less by 2028 (CO2).

Institutional assessment of performance identified the indications of risk post-entry*

Context & Need

- Attainment (awarding) and continuation gaps ([Access and Participation Plan 2024-2028](#) targets).
- The below gaps are based on a four-year aggregate*

6.3pp FT attainment gap between students with declared Cognitive or Learning disabilities and those without.

8.7pp FT attainment gap between students with declared Social or Communication Impairment disabilities and those without.

Close the FT attainment gap between students with a declared disability and no declared disability to less than 3 pp or less by 2028. (AtO3).

Institutional assessment of performance identified the indications of risk post-entry*

Context & Need

- Enhancing staff pedagogic practice for racial equity and neurodiverse-inclusion.

- Curriculum development and intention to refresh.

- Promote equality of opportunity for students.

- Inclusive teaching practices lead to increased student engagement, satisfaction and academic success (Thomas, 2016).

- Address completion and attainment gap objectives set out in our APP (CO1, CO2, AtO2, and AtO3).

Programme Overview

- Aims to reduce attainment and completion gaps for students from Black and Asian backgrounds and students with declared neurodiversity.

- Student and staff co-creation of training needs.

- Delivers tailored staff training and resources to support inclusive learning and teaching practice.

- Guided by Universal Design for Learning (UDL) principles (CAST, 2024) and the QAA Inclusion Framework (Hubbard & Gawthorpe, 2025).

- Funding provided for courses to develop racially equitable projects.

Collaboration Process

- **Who was involved:** Students, Academics, Educational Enhancement and Impact Team, Educational Developers and Institutional Leadership.

- Staff and students were invited to express interest via Microsoft Forms indicating details of course, availability, and lived experience.

- **Staff**: The form was open for 5 weeks. A departmental roadshow supported recruitment.

- **Students**: The form was open for 8 weeks. The Students' Union were involved with consultation and promotion, and participating students received (£40) vouchers.

Registered interest for training co-creation

Pedagogies for Racial Equity — Staff: 25, Student: 17
Creating a Neurodiverse-Friendly Learning & Teaching Experience — Staff: 38, Student: 20
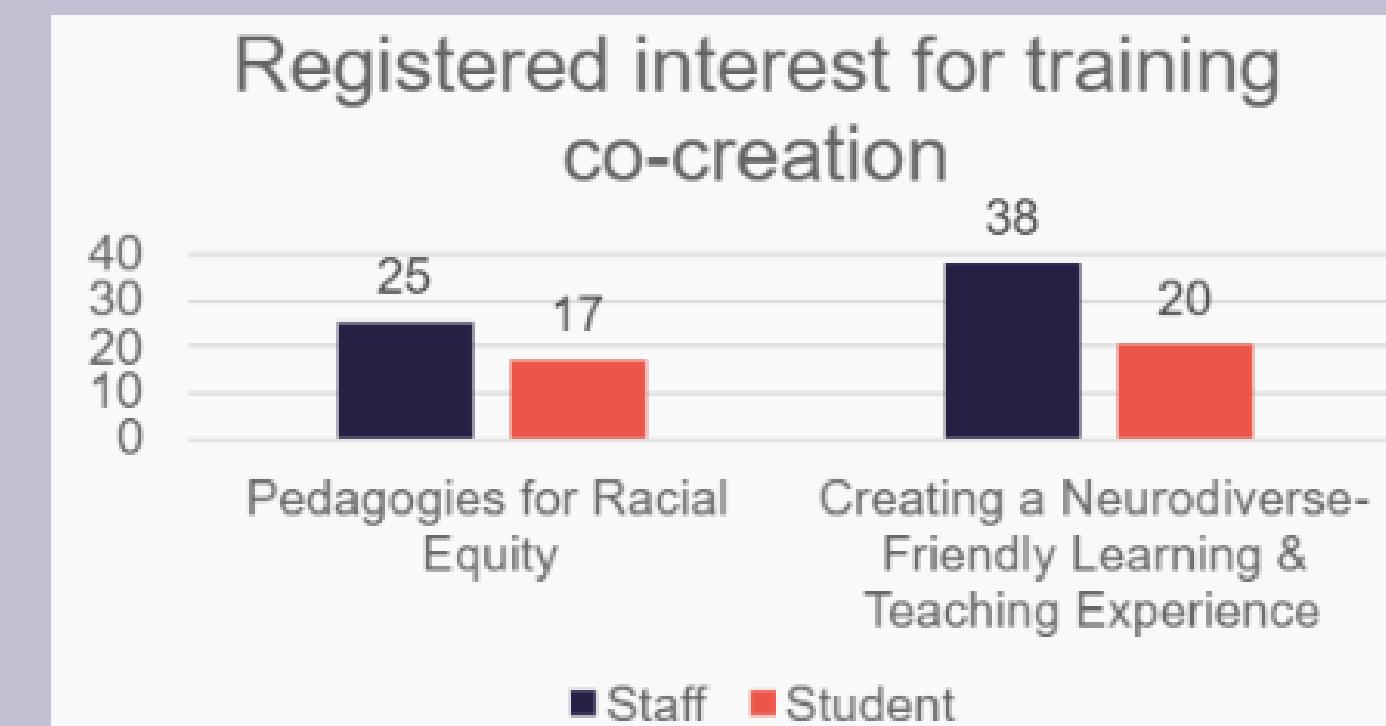
Collaboration Process

Partnership model:

- Survey and focus groups structured by the QAA Inclusion Framework
- Structured co-creation workshop including co-creating ground rules
- 'Common Grounds' icebreaker
- Networking buffet lunch
- Co-created training outputs
- Shared authorship of training materials.
- Staff co-creators received funding for a racial equity project development

Student-Staff partnership in curriculum co-creation is "a collaborative, reciprocal process through which all participants hav the opportunity to contribute equa although not necessarily in the sa ways, to curricular or pedagogica conceptualisation, decision makin and implementation analysis".

Cook-Sather, et al, (2014, pp. 6–7

Collaboration Process
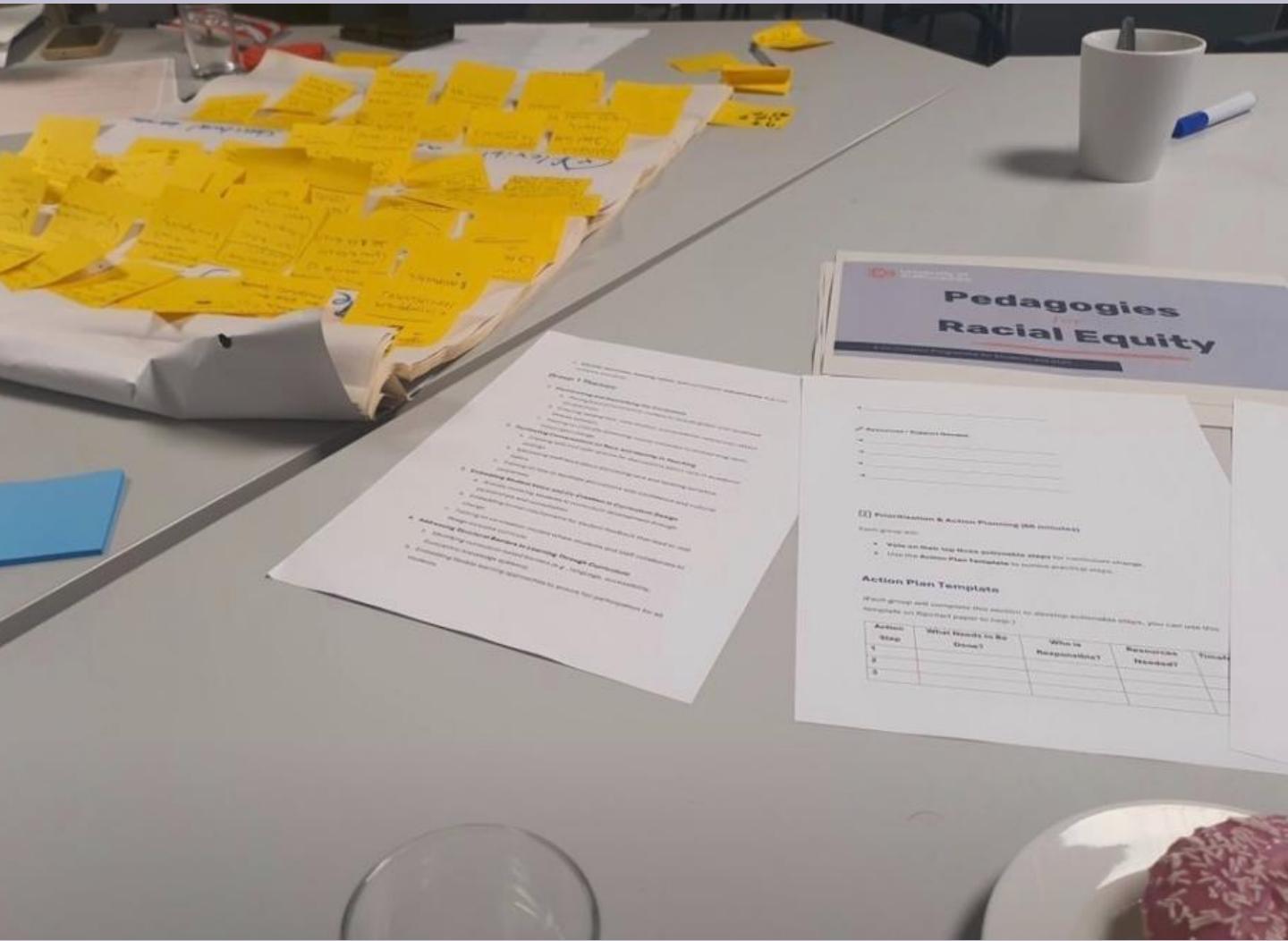
Activities - How does this Translate into Staff Development?

- Two staff training programmes developed (Pedagogies for Racial Equity & Pedagogies for Neurodiversity)

- Inclusive Education Resource Bank

- Dissemination through institutional training and national networks.

Impact

- Early evidence of staff behaviour change.

Pedagogies for Racial Equity - Surveys showed the greatest gain (+1.5) in staff ability to apply tools like the UDL framework to make teaching more racially inclusive, with additional improvements in inclusive practices (+0.9) and student outcomes (+0.8).

Pedagogies for Neurodiversity - Biggest gains were in staff understanding of UDL principles (+1.8) and confidence in creating inclusive teaching plans (+1.2).

Reflection

1. Small change will be ensuring I offer different ways for students to engage (both in taught sessions but also in assessments)

2. Challenge - not to make assumptions (diversity is the key - not one trait or solution)

3. How we can use technology to help students learn (also really liked the phrase ' it's about learning, not completing everything' so will be trying to bring that mindset more into my teaching!

Impact

• Early evidence of staff behaviour change.

After participating in the EDAG toolkit training, I have used some of the methods outlined in the documentation to help me re-structure and re-write GDEV50043 Vehicles and Props design module. This module consists of 86 students. Two of these students are black/dual heritage. Five of these students are from East Asian countries. I lead 4 of the 6 sessions of this module.

Figure 5- Example of student work from the Google Maps/Mapcrunch task.

Another way in which I have used the methods in the EDAG toolkit to diversify course content, is through giving the students a task to use Google Maps/Mapcrunch to travel the world and find vehicles in different countries. The students then had to draw and interesting vehicles they found. I specified on the task guidelines that the students were to travel to any other continent apart from Europe. This allowed the students to broaden their knowledge of vehicle design beyond what would most likely be familiar to them. An example of a students work from this task is shown below.

Staff co-creator from the Pedagogies for Racial Equity training development funded project

Call me by my name*

University of Staffordshire

Respect Names, Foster Inclusion

Mispronouncing people's names or feeling the need to adopt English nicknames can affect wellbeing.

Let's create a campus where every name is valued
• Add an audio name badge to your email signature – even if you think your name is easy to pronounce
• Listen and learn to use correct pronunciations
• Respect everyone's name and choice

Scan the QR code to be a part of positive change and access useful resources

Hello my name is ___
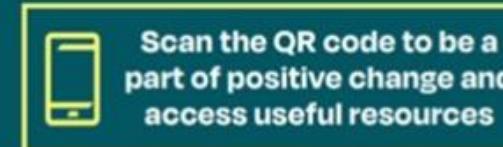
*Some people may prefer to go by their first name or a freely chosen nickname - what matters is respecting their choice.

Staff co-creator from the Pedagogies for Racial Equity training development workshop reflections

Impact

- Student sense of agency and validation.

"I thoroughly enjoyed this session as it gave me the chance to express my raw views and share personal stories about how diversity and inclusivity are being handled at our university.

It was also a valuable opportunity to connect with students and faculty members from various courses and backgrounds. Listening to their experiences broadened my perspectives in ways I didn't expect!

It's great to see this institution putting in the effort to ensure that all students feel included, something that not every university prioritises."

Student co-creator from the Pedagogies for Racial Equity training development workshop

Lessons Learned

Student Participation and Retention
- Future cycles of co-creation could explore asynchronous or hybrid contributions to better support inclusion and reduce attrition.

Staff Time and Capacity
- Greater alignment with workload recognition may support more sustainable engagement.

Importance of Collaborative Practice Across Institutions

Benefits of co-creating training:

- Amplified student voice
- Staff and students worked as partners to shape curriculum
- Inclusive design grounded in lived experiences
- Increased enjoyment of learning for students and teaching for staff alongside their professional development
- Mutual capacity-building
- Shared learning across disciplines and widening impact across the institution

(Bovill & Bulley, 2011; Lubicz-Nawrocka, 2018; Lubicz-Nawrocka & Simoni, 2018; Matthews, 2016 and Mercer-Mapstone et al., 2017).

Our Partnership Reflections

University of Staffordshire

Nature of Collaboration - Co-created between students, academic colleagues, and Educational Enhancement and Impact Team at the University of Staffordshire.

Aims - To address awarding/attainment and continuation gaps by embedding inclusive pedagogy through staff training that centres racial equity and neurodiversity.

Activities - Staff surveys, student-staff focus groups and co-creation workshops, development of two staff training programmes and resource bank and evaluation through pre and post surveys, upcoming focus groups, and reflective practice.

What Went Well - Students and staff lived experience shaped authentic, relevant training, institutional leadership buy-in supported embedding - continuous feedback.

Challenges - Time intensity and workload pressures made sustaining momentum harder.

Essential Elements for Success - Early and genuine student-staff partnerships, shared ownership and co-authorship of outputs, alignment with institutional strategy and sector frameworks and continuous reflection and evaluation.

University of Staffordshire

Thank you!

Inclusive Pedagogy Training: Staff-Student Co-Created Programmes for Racial Equity and Neurodiversity

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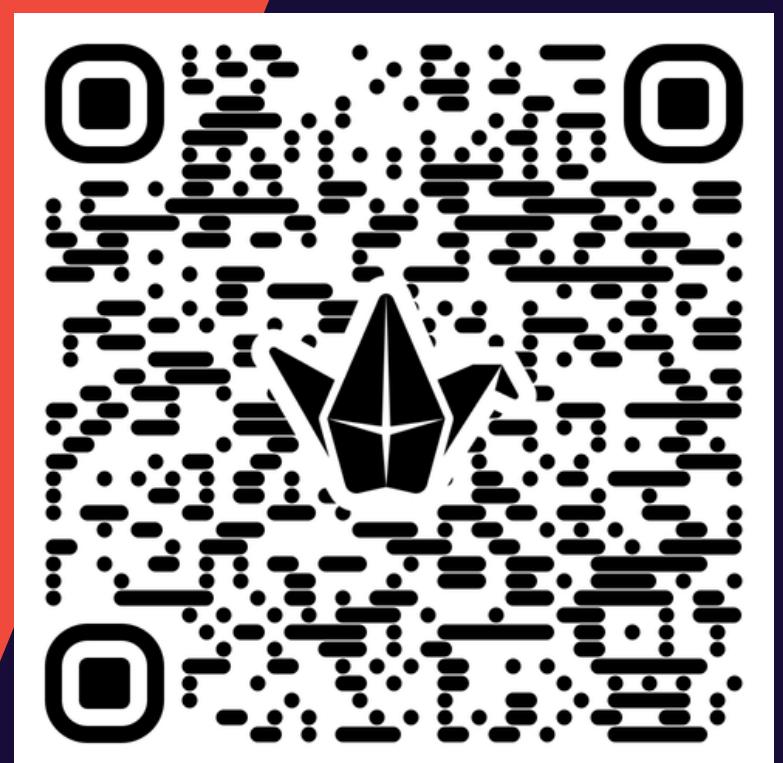
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